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ABSTRACT

This workshop manual is intended to help teachers and principals in Utah public schools use and interpret the current state social studies guide (ED 065 383). The purposes of the manual are to develop familiarity with the purposes and procedures of the Utah Social Studies Guide Implementation Project; become conversant with the guide's structure and concepts; be able to use the guide for planning curriculum, instruction, and learning; develop skill to check the quality of units; and extend working relationships among state educators. The manual shows how to use the guide to achieve learning objectives through measures such as stimulating student interests, using effective learning activities, and properly demonstrating content with materials relevant to real life. Structure and color coding of the guide are explained and a sample unit planning exercise is presented. Workshop participants use the guide to facilitate unit development and then evaluate the unit with a checklist included in the manual. Ten major concepts of the guide are identified, and instructions are given for planning each concept into specific units. The concepts are societal values, social science disciplines, expanding horizons, competencies and performances, problem solving, multimedia, varied methodologies, self-fulfillment and involvement, learning how to learn, and unit development. (AV)

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SOCIAL STUDIES UNITS

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IMPLEMENTING THE UTAH SOCIAL STUDIES GUIDE

WORKSHOP MANUAL

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UTAH SOCIAL STUDIES GUIDE IMPLEMENTATION PROJECT

Sponsors

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and its
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at
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IMPLEMENTATION OF FOCUS ON MAN by the Local Educator

PREFACE

The Utah Social Studies Guide Implementation Project is an attempt to solve many of the problems regarding the utilization of curriculum guides. The current Social Studies Guide, Focus on Man, has received plaudits across the nation as a model curriculum guide; yet, a survey of its application to programs in Utah schools showed minimal usage. The lack of use seemed to center around the problem of "not knowing how."

It therefore seemed logical to embark upon a different means of acquainting teachers and principals with state guides before disseminating the guides to the schools. Hence the Utah Social Studies Implementation Project came into being.

Under the project, representatives from selected districts will receive instruction in how to use the guide. This cadre of personnel will, in turn, teach others how to incorporate the guide into their program. Through this procedure everyone who is expected to use the guide will receive instruction. It is hoped that by this means utilization of the guide will increase and become more effective.

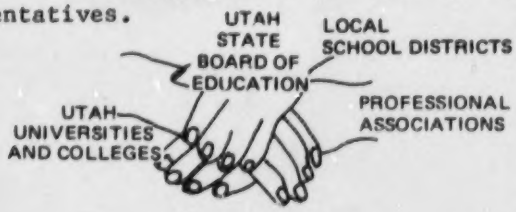
If the hypothesis proves to be correct--that training in the use of guides will increase their utilization--the model being tested may prove to be the pattern as new guides are written and disseminated.

Dr. Walter D. Talbot
State Superintendent of
Public Instruction

PURPOSES OF THE WORKSHOP

This workshop should help you to:

1. Become more familiar with the purposes and procedures of the project.
2. BECOME CONVERSANT WITH RESPECT TO THE STRUCTURE AND CONCEPTS IN THE GUIDE.
3. DEVELOP GREATER ABILITY TO USE THE GUIDE FOR PLANNING CURRICULUM, INSTRUCTION, AND LEARNING.
4. DEVELOP SKILL TO (✓) QUALITY CHECK UNITS.
5. Extend working relationships among the local educators, state board of education personnel, elementary and secondary school social studies personnel in colleges and universities, and professional association representatives.



(Purpose #1: Become more familiar with the purposes and procedures of the project.)

UTAH STATE BOARD OF EDUCATION'S POLICY AND POINT OF VIEW

Policy pertaining to guides: Instructions given to subject matter specialists in the state board office in the fall of 1974 were as follows:

1. If you don't have a guide for your subject area, develop one.
2. If you do have a guide for your subject area, implement it.

Point of view with reference to guides: Prepare curriculum guides rather than rigid courses of study in order to suggest direction yet assure decision making leeway at the local level.

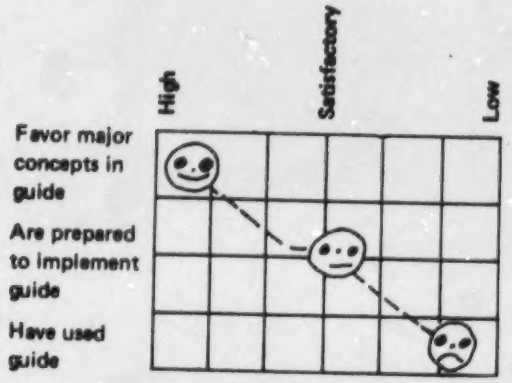
CONTRIBUTORS TO THE GUIDE

An unusually capable group of educators developed the Utah social studies guide. They represented local district educators, state board of education personnel, social studies specialists from teacher education institutions, and specialists representing the several social sciences.

This array of contributors wrote the guide to be congruent with current trends in both the social studies and general education.

REVIEW OF BROCHURE #1, (BLUE)

Recent RESEARCH in UTAH shows that EDUCATORS:



THUS

NEEDS were reported by Utah educators.

Because:

*Some of us didn't know the guide was available, first we need an introduction to it.

*Some of us haven't seen the guide, we need a copy.

*Many of us are overwhelmed by the guide, we need help to feel comfortable with it.

*Most of us haven't yet used the guide, we need time and help to implement it.

- - - - - - - - - - - -

For several years, vast amounts of state and national funds have been channeled into research and development - - -

NOW - - UTAH'S ADDITIONAL THRUST - - IMPLEMENTATION

- - - - - - - - - - - -

IMPLEMENTATION PROJECT PROCEDURE

1. Develop procedures and materials.
2. Field test at Edith Bowen Laboratory School (USU) and in Logan City Schools.
3. Print and deliver guides to social studies educators.
4. Prepare educators to become local workshop directors.
5. Unite efforts of local districts, state board, higher education, and professional associations.
6. Develop readiness with brochures and hold local workshops.
7. Follow-up to support your implementation progress.

REVIEW OF BROCHURE #2 (GREEN)

Become familiar with the TWO MAJOR ASPECTS of the guide.

STRUCTURE (colored sections)

(These Give Thoroughness to Unit Organization)

1. White - Point of view.
2. Green - General education.
3. Yellow - Definition of social studies.
4. Gold - Grade level suggestions.
5. Buff - 15 social goals.
6. Salmon - Topic development.
7. Red - Skills.
8. BLUE - Unit development.
9. Pink - Bibliography.
10. Ivory - Social goals explained.

CONCEPTS

(These Give Life and Dynamics to Unit Experiences)

1. Values and social goals.
2. Multidisciplinary.
3. Expanding horizons.
4. Behavior competencies and performances.
5. Problem solving skills.
6. Multimedia.
7. Varied Methodologies.
8. Self fulfillment and involvement.
9. Learning how to learn.
10. Unit development.

APPROACH TAKEN IN THE WORKSHOP MANUAL

Note: For efficient and effective use of this manual, read carefully this introduction and apply it as a thought process as you proceed with your independent or workshop study of the guide as well as in planning social studies experiences for/with students.

This manual will help you to quickly acquaint yourself with the WHATS and WHYS of the guide's main aspects. It will also INVOLVE you to some extent with activities relating to the particular sections and concepts. You will then deal expressly with the BLUE section to explain the HOW of unit planning using the guide.

COGNITIVE GROWTH

The plan is to lead you through a series of activities which begin with the initial level of COGNITIVE (intellectual) experience and progress to the higher, more sophisticated, and more exciting levels. Thus you will:

*Discover knowledge of facts about the guide and develop memory of those facts. (Note: Unfortunately, this was at one time or in some cases the beginning and the end of school experiences. It is still important as the "stuff" for use in higher levels, but don't allow your experiences or your students' experiences to die there.)

*Develop comprehension by internalizing the facts to the extent that you can interpret them in your own words to someone else.

*Explore the application of the guide's structure and concepts in unit planning.

*Achieve an analysis of information (the guide in this case) by examining its separate parts and seeing relationships between the parts and to unit planning.

*Create, through synthesis, new teaching and learning approaches and arrangements.

*Implement evaluation by choosing professional directions which are based on valid information about yourself, your students, content, methods, materials, etc.

(For a more detailed explanation of the cognitive domain, see FOCUS ON MAN, pages 219-220, and TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN, by Benjamin S. Bloom.)

AFFECTIVE GROWTH

We hope that you and your students will also experience the exhilarating achievements which are more typically available at the higher levels of AFFECTIVE (attitudinal) living. This is accomplished by not only -

*Receiving by attending to what is presented, and -

*Responding by interacting with ideas and other workshop participants, but also to sense a -

*Valuing of the professional contributions of the guide. Perhaps you will strive to extend the -

*Organization of your own value system, and achieve the great affective peak of -

*Characterization by habitually implementing your professional values.

(For a more detailed explanation of the affective domain, see FOCUS ON MAN, pages 220-221, and TAXONOMY OF EDUCATIONAL OBJECTIVES: AFFECTIVE DOMAIN, by David R. Krathwohl.)

- - - - - - - - - - - -

TWO ROADS TO FOCUS ON MAN

1. If you use a single text: The teacher's edition will have chapter planning suggestions. In this case, FOCUS ON MAN serves as an expanding resource of ideas for you and the students as you relate the text topic to one or more of the social goals and then to the variety of focal points under the goal(s). The ivory section will supply concise background statements and the salmon section will have examples of questions and objectives.

2. If you use more than one text or general resources: In this situation, FOCUS ON MAN will guide you and the students in developing and implementing original unit plans which are dynamic and productive.

In either case, a setting will be established which will promote relevance and interest in social studies programs.

(Purpose #2. Become more conversant with respect to the structure and concepts in the guide.)

COLOR CODING

Simplifies Your Use of the Guide
by serving as a -

TABLE OF CONTENTS

Once you have learned this simple color code, a GLANCE at the guide's edge will find the section you desire.

COMMUNICATIONS AID

Clarity in discussing the guide is enhanced by reference to the colored sections.

MEMORY SUPPORT

Structure and content are easily recalled by relating to the color code.

COMPREHENSION FACILITATOR

Familiarity with the guide is simplified by relating to the small colored sections rather than to the vastness of the guide in total.

WHOA THERE! What were the values of having colored sections? (Activity #1. Using the guide as a visual aid, discuss the above ideas with a partner.)

Familiarity with the content and purposes of the ten colored sections is prerequisite to effective use of the guide.

The BLUE pages show a

procedure for using the guide to develop a well planned unit. The section should receive your special attention and use. All of the other sections have information and sample ideas from which you can draw to more effectively apply the process developed in the BLUE section. As you continue to examine and become more familiar with each of the several sections, constantly ask yourself, "How can this section help me to improve my unit planning and teaching?"

STRUCTURE
(These Give Thoroughness to Unit Organization)

Meet our Utah guide through its rainbow of ten colors:

	CONTENT	PURPOSE
1. WHITE	Greeting, contributors, point of view, contents.	To give a background and general orientation.
2. GREEN	Aspects of educational growth: emotional, intellectual, productive, physical, social, ethical-moral-spiritual, environmental, aesthetic.	To establish the general education setting for individual and group needs and goals.
3. YELLOW	Social studies defined, rationale for change, policy on controversial issues.	To establish a social studies setting for implementation.
4. GOLD	Scope and sequence: K-3, 4-6, 7-9, high schools.	To show general but not rigid framework for content at different school levels.
5. BUFF	15 social goals and related focal points selected from social science disciplines.	To introduce the 15 social goals around which the guide is organized and specific social science ideas (focal points) related to the goals.
6. SALMON	Preparation for instruction: social goals with sample focal points, questions, and objectives.	To show the gradual development from the broad social goals to specific instructional objectives.
7. RED	Skills shared with other subject areas; skills particularly related to the social studies.	To clarify the skills needed by students to become effective in the social studies.
8. BLUE	Unit planning flowcharts, check-sheets, and model units.	To show how to organize a unit by using the guide.
9. PINK	Social studies bibliography.	To supply a list of teacher resource literature with the best ones starred.
10. IVORY	15 social goals with detailed explanations.	To give a more thorough background and explanation of the 15 social goals and focal points.

- - - - - - - - - - - -

The excellent background and planning-helps in the several colored sections will guide the new or experienced teacher and students into thorough unit planning for the total class, a small group, or an independent student.

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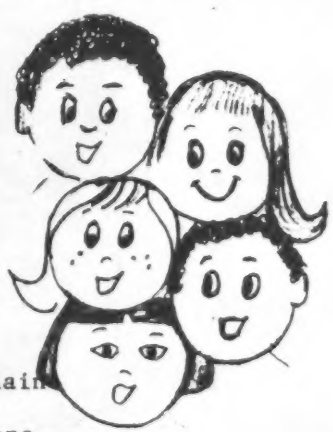
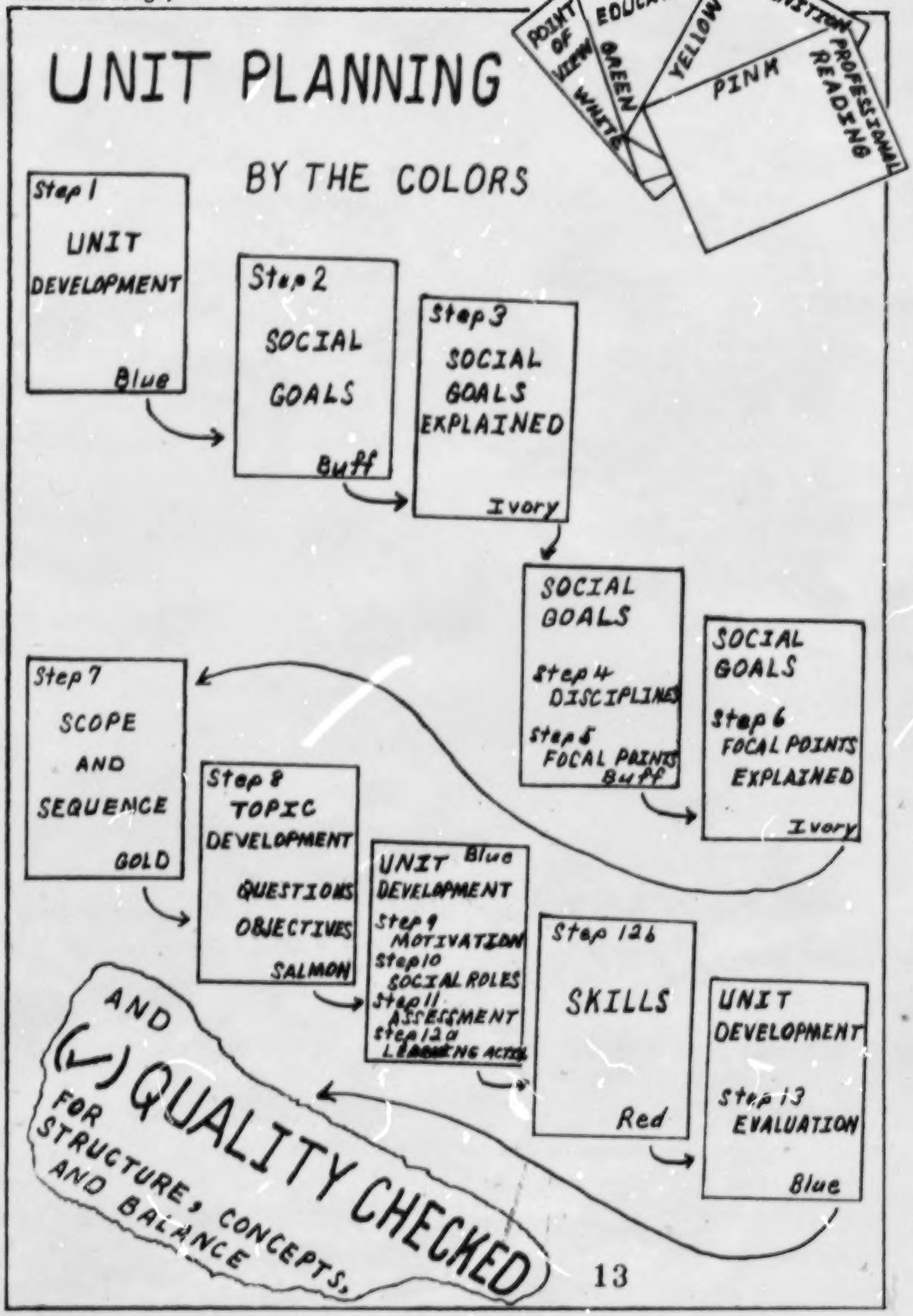


(Activity #2. With a partner, (1) turn to each of the colored sections (2) explain the general content and purpose of each section, (3) point out the major divisions of each section, and (4) discuss the more specific content of each division.)

(Purpose #3. Develop greater ability to use the guide for planning curriculum, instruction, and learning.)



A SAMPLE UNIT

Using FOCUS ON MAN to Facilitate Unit Development

(Activity #3. Choose a partner and discuss the uses of the colored sections in the guide as you follow through this unit.)

(Note: The white, green, yellow, and pink sections supply important explanations and background for effective social studies teaching-learning experiences, but they do not deal directly with unit planning. You are urged to study them, but only the other six colored sections will be used directly in this unit.)

Primary Grades (K - 3)

1. Review the unit planning flow chart (Blue, p. 210) and the short explanation of the four phases in the flow chart (Blue, p. 209).

2. Find social goal #V, "The Intelligent Uses of the Natural Environment" (Buff, p. 29).

3. Read the social goal #V background and explanation (Ivory, p. 311).

4. Note the social science discipline areas for social goal #V (Buff, p. 37-39, geographic, economic, political, historical).

5. Find focal point #5 for social goal #V (Buff, p. 38, geographic area). "As man has explored and settled the land surface of the earth, he has used it sometimes wisely and sometimes unwisely."

6. Read the focal point #5 explanation under social goal #V (Ivory, p. 312).

7. Check the three divisions of the primary grades' scope and sequence found in the starred boxes (Gold, p. 18-19).

8. Using the third scope and sequence division, "Social Functions of Living in the Neighborhood with Appropriate Expansion to the Region, Nation, and World," note the general to specific nature of the headings at the top of p. 89, then read the example questions and related objectives (Salmon, p. 93).

(Note: To this point, FOCUS ON MAN has supplied actual ideas or information about such ideas which could be lifted or paraphrased for direct use in unit planning. Beyond this point, FOCUS ON MAN supplies guidelines to help the educator and/or students to plan thorough and productive units. Non-guide ideas are added below.)

9. Read the section about "Motivation" (Blue, p. 212). In conference with the class, select a local person who would remember the early days of the community. Go to a high building or a hill overlooking the community, and have him/her tell why the settlers built where they did and why they used the materials they did. Find some good and bad changes which have taken place.

10. Read the section about "Social Roles" (Blue, p. 212 only). Social roles will be determined through class and small group discussions as the class organizes to answer the guiding questions and achieve the objectives found in the Salmon section, page 93.

11. Review the "Phase Two, Assessment" paragraph (Blue, p. 209. The objectives are in Salmon, p. 93.) With reference to the observations and explanations during the "Motivation Activity" as well as the questions and objectives for the unit, determine with the class or in smaller groups the questions or problems for which more information or production will be needed in order to achieve the objectives.

12. Review the two paragraphs for "Phase Three, Learning Activities" (Blue, p. 209) and the lists of "Social Studies Skills" (Red, p. 192-203). After a class discussion about the problems to be solved during the unit, each student will select the problem(s) which he/she will research, process, and present. The activities may be done by individuals or groups. The variety of available sources and methods will be introduced or reviewed before research begins. Actual student involvement and productive work by the class or in cooperation with other groups to solve the problems will be encouraged.

13. Check the final paragraph, "Evaluation" (Blue, p. 209). Using a large chart of the unit's questions and objectives, the class will combine in an evaluation discussion and determine the extent to which the questions were solved and the objectives achieved. The decision will then be made by the class or individual students whether to proceed to a new unit or to attack uncompleted aspects of this unit if such are evident.

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(Purpose #4. Develop skill to (✔) quality check units.)

(Activity #4. Use the checksheet on the opposite page as developed by Morris Rowley to (✔) quality check the sample unit on pages 12-13 of this manual for structural completeness.)

UNIT EVALUATIVE CHECKSHEET

By Morris Rowley

PHASE ONE--GOAL DEVELOPMENT

I Objectives Hierarchy: _____ Social Goal _____ Focal Points

II Social Roles Development: Interpersonal ☐ Individual ☐ Leadership ☐ Followership ☐

III Motivation for Unit Selection: Self ☐ Peers ☐ Ed. Advisor ☐

IV Behavioral Objectives Components

Does each instructional objective contain:

a. Rationale (Why?)
b. Product (What?)
c. Criterion (How well accomplished?)
d. Conditions (How measured?)

BEHAVIORAL OBJECTIVE NUMBER

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

V PHASE TWO--ASSESSMENT Keyed to: Behavioral Objectives ☐ Activities ☐

Observation ☐ Performance ☐ Self-Evaluation ☐ Tests ☐

PHASE THREE--LEARNING ACTIVITIES ACTIVITY NUMBER

VI Researching

Does each learning activity contain:

a. Direct sensory contact
b. Interaction with people
c. Interaction with media
d. Utilization of printed matter
e. Observing, recording, collecting

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

VII Processing

a. Cognitive
   1. Remembering
   2. Comprehending
   3. Applying or utilizing
   4. Analyzing
   5. Synthesizing
   6. Evaluating
b. Affective
   1. Receiving
   2. Responding
   3. Valuing
   4. Organizing
   5. Characterizing

VIII Demonstrating

a. Verbalizing
   1. Orally
   2. Written
b. Visualizing
   1. Media
c. Dramatizing
d. In-life application

IX PHASE FOUR--EVALUATION Keyed to: Behavioral Objectives ☐ Activities ☐

? ? IS A THOROUGH STRUCTURE ENOUGH IN PLANNING A UNIT ? ?

It most certainly is important, but - -

NO, NOT ENOUGH - - - - - - - - - What else then?

BASIC CONCEPTS

of

Social Studies Curriculum and Instruction

The ten major concepts in the guide will produce flavorful responses for YOU and your STUDENTS during your unit experiences. You may expect the - -

Exultation of quality.

Spice of variety.

Motivation of relevance to the participant and reality.

Excitement of higher cognitive and affective levels.

Security of appropriateness to the participants' needs, abilities, and interests.

Fulfillment of personal and group growth.

- - - - - - - - - - -

CONCEPTS
(These Give Life and Dynamics to Unit Experiences)

Meet our Utah guide through its 10 major concepts.		In these sections	On these pages
1. Values-Social Goals	Basic societal values are found in the 15 social goals. The goals form the subject matter around which FOCUS ON MAN is built.	BUFF SALMON IVORY	29, 30-56 57-189 287-370
2. Social Science Disciplines	These eight areas supply the content and methods used in the social studies: history, geography, economics, political science, psychology, sociology, anthropology, and philosophy.	WHITE YELLOW BUFF IVORY	iv 13 30-56 287-370
3. Expanding Horizons New and Far	Extensive interactions between the people of the world have demanded that rigid subject matter restrictions for specific grades be at least partially dissolved in favor of some studies about the near and far at all grade levels.	YELLOW GOLD	13-14 17-21
4. Competencies and Performances	Intellectual competency in learning about people, places and ideas in the world is not sufficient. Improvement in society is dependent upon day by day personal and group performance which is consistent with basic social values and goals.	WHITE GOLD RED BLUE IVORY	10 17-21 191-204 212-217 287-370

5. Problem Solving Skills:			
a. Social-emotional	Social-emotional problem solving relates to the self and others. The process begins with the person's own self concept, requires a positive valuing of others, the ability to test for reality, and the ability to plan and implement solutions.	WHITE GREEN YELLOW GOLD BLUE IVORY RED	10 1-2,6-7 8, 11-12 12-15 17-18 212-217 294-299 192
b. Intellectual	Intellectual problem solving requires skills in selecting and defining problems, formulating appropriate inquiry approaches, using special skills to find and collect information, and interpreting findings.	WHITE GREEN YELLOW BUFF SALMON RED BLUE IVORY	iv, viii 2-5, 9-10 13-14 22-33 57 191-207 209-222 294-299
6. Multimedia	The modern student should search beyond the text(s) and use the many types of media and information sources now available.	SALMON RED	Total Sections
7. Varied Methodologies	All students do not learn most effectively by the same mode. A variety of learning modes (using the several senses) should be available	WHITE YELLOW GOLD RED BLUE	viii 14 17-18 195-199 202-203 218-222
8. Self-fulfillment and Involvement	Planning for the intellectual and social-emotional achievement by the individual should be based upon the abilities, needs, and interests of that particular individual. The student should therefore regularly participate in decision making pertaining to his/her personalized educational program.	WHITE GREEN YELLOW GOLD BLUE IVORY	iv, viii 1-12 13-14 17 212-222 287-293
9. Learning How to Learn	Modern man must repeatedly adapt to new situations and concepts. Of special stress, then, is student achievement in the process of learning as the major end goal with subject matter content as the means.	WHITE GREEN YELLOW GOLD BLUE	viii 2-3 13-14 17-18 209-222
10. Unit Development	The unit is a convenient and thorough approach for planning and implementing of a curricular program.	SALMON BLUE	57 209-227

(Activity #5. Using the above ten major concepts, discuss with a partner (1) which concepts <u>are now</u> extensively implemented in your local classrooms, (2) which <u>are not</u>, and (3) which need <u>particular emphasis</u>.)

(Activity #6. Use Eyre Turner's checksheet on the next page to (✓) quality check the sample unit on pages 12-13 for concept completeness.)

PLANNING MAJOR CONCEPTS INTO THE UNIT

A Checksheet
By Eyre Turner

SOCIAL GOAL (or unit title) _____

FOCAL POINT(S) _____

_____

TENTATIVE PERIOD OF TIME FOR THIS UNIT _____

INTRODUCTION TO UNIT (could be a paragraph from the IVORY section) _____

_____

_____

_____

_____

CONCEPT	WAY(S) WE WILL INCLUDE THIS CONCEPT IN OUR UNIT	MID UNIT CHECK FOR INCLUSION
1. Values		
2. Multidisciplinary a. History b. Geography c. Economics d. Political Science e. Sociology f. Anthropology g. Psychology h. Philosophy		
3. Study of Near and Far		
4. Competencies and Performances		
5. Problem Solving a. Social-emotional b. Intellectual		
6. Multimedia		
7. Varied Methodologies		
8. Learning How to Learn		
9. Self Fulfillment		
10. Unit Development		

NOTES

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MAJOR CONCEPTS DISCUSSED

Concept #1, VALUES

Beyond the basic values of society, each small group or individual has the need and right to develop a personal set of values to guide goal setting and behavior. Even though the school personnel should not dictate the students' personal values, they certainly have the challenge of helping students to clarify their own values. An excellent reference is VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum.

Concept #2, SOCIAL SCIENCE DISCIPLINES

History and geography were typically the major areas of content in the social studies until World War II. Immediately thereafter, economic education was promoted nationally with large amounts of money from private business. The 1961 Utah social studies guide listed history, citizenship, economics, geography, and government on the cover.

Gradually the other social science disciplines were added. Now hardly a major social studies program is published without emphasis on the content and methods of most or all of the social sciences.

The following two sets of key words and definitions of the eight social sciences have been successfully used by primary and intermediate level students.

A. Social Science Disciplines, Primary Level.
Eight ways to explore people, places, and ideas.

1. History (story): A history is the story of real people and places or about real experiences. These stories help us to understand how our ways of living have changed and how we developed our present ways of living.

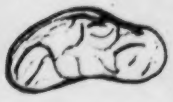
2. Geography (earth): The planet earth is our home. It has five kinds of things. They are land, water, air, plants, animals. Each one needs the other four. We can study them by using our five senses of seeing, hearing, feeling, tasting, and smelling. We locate things and places on maps.

3. Economics (money): People earn money by taking materials out of the ground, raising plants or animals or making things. These are called products. Some people earn money by doing something for others. What they do for other people are called services. People sell their products and services to those who want them and have enough money to pay for them. We need to learn how to use money wisely.

4. Political Science (government): We study about government to find out why people need leaders, how people get jobs as leaders in our cities, counties, states, and nations, and what these leaders do for us.

5. Sociology (groups): All people belong to many groups. Some groups are the family, church, school, club, neighborhood, business, city, and nation. Some groups are little and some are big. We study groups to discover how they get their members, what they do for their members, what the members do for the groups, and how we can work together in happy ways.

6. Anthropology (people): When we study people, we discover that we are alike in some ways and different in some ways. We find out where and how people of certain colors first lived, how some moved to different lands and now live in mixed groups and in changing ways.



7. Psychology (the mind): We study our minds to find out why we feel, think and act as we do and how we learn. People want to find ways to stop their worries and to make themselves and others happier.

8. Philosophy (beliefs): All people have a set of beliefs which they use as guides to help them decide what to do in life. We study the ideas of others in order to better understand why they act as they do.

B. Social Science Disciplines, Intermediate and Secondary Levels.

1. History (story): History is the study of man's past and it may deal with many different activities. It may point to military, political, religious, or other developments. It may also look at the people who caused great events, or at events that produced great leaders. Most often, however, history in schools treats the growth of nations and how they relate to one another. A study of past behavior may help forecast future behavior.
2. Geography (earth): Geography, as a social science, is usually taught as human geography. It is concerned with man's relations to his habitat (living place). How does he respond to the heat or cold, the wetness or dryness of his homeland? What uses does he make of the land and water, the plants, the minerals he finds? A student may study these topics for a single continent or for a large section of the world.
3. Economics (money): Economics tells about the different ways man makes a living and how society uses its resources. It deals with how people produce, buy, sell, and consume (use) the goods they want. All men want many things, but the things they want are often scarce. Therefore, they must consider prices, and learn to use their money wisely.
4. Political Science (government): Political science deals with the efforts of man to organize and govern his society. It is the study of who governs, who is governed, and the relations between them. Also studied are the laws, politics (ideas and actions), and international relations.
5. Sociology (groups): Sociology is the study of man as a part of a group or of many groups. How does he become a member of a group? How do groups affect him? How do people learn to work together? How is man's personality formed and why does he form certain values in life?
6. Anthropology (people): In anthropology, students seek to understand their own society by studying it and other cultures. Often they deal with primitive cultures such as the Eskimo or South Sea Islanders. Not only do they examine the physical features of these people, but also the organization of their societies. They learn how they teach their children, make their living, and worship their gods.
7. Psychology (the mind): Psychology is the study of the mind. It tries to explain why people feel, think, and act as they do. To find answers to these questions, psychologists study people and animals. Most sciences have been studied for hundreds of years, but psychology is only about one hundred years old.

   An understanding of why we behave as we do, and why we experience things as we do, has great importance in our daily lives. People want to know how to reduce their worries and make happier lives for themselves and others. They want to find ways of getting along better with each other and how to achieve peace that lasts for a long time.
8. Philosophy (beliefs): Philosophy is the study of the concepts or principles underlying all knowledge and life. It is a system of principles or ideas for guidance in practical daily living. All individuals and groups have a set of beliefs about life which help them to make decisions.

Concept #3, STUDY OF NEAR AND FAR

Modern students experience an extensive diet of international relationships through:

T.V. Friends

Radio Families

Newspapers Movies

Magazines Travel

Today's real world of dynamic interaction and interdependence demands that students at all grade levels develop an ever increasing sophistication in knowledge and appreciation of the people, places, and ideas found both near at home and in far away areas of the earth.

- - - - - - - - - - - -

Concept #4, BEHAVIOR COMPETENCIES AND PERFORMANCES

Intellectual competency in learning about people, places, and ideas in the world is important but not sufficient. Improvement in society is dependent upon day by day personal and group performance which is consistent with basic social values and goals.

This suggests that students be helped to apply the higher cognitive and affective levels (review pages 7 and 8 of this manual and pages 219-222 in the guide.)

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Concept #5, PROBLEM SOLVING SKILLS

An increasing volume of humanity's time and financial recources are being funneled into help for people who can neither solve their own social-emotional problems nor the intellectual-employment challenges which face them.

A. Social-emotional Problem Solving: Social-emotional problem solving relates to the self and others. The process begins with the person's own self concept, requires a positive valuing of others, the ability to test for reality, and the ability to plan and implement solutions.

One of the most successful techniques in personal problem solving is William Glasser's Reality Therapy which is meant to be used by teachers while helping students. However, its basic principles and steps can be used by one student to help another or by one's self.

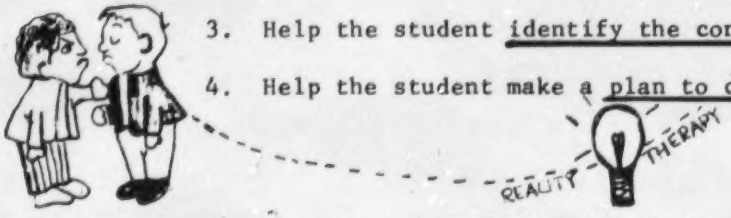
REALITY THERAPY

The six guiding priciples of reality therapy are:

1. When a student does better, he will feel better.
2. Throughout his experience with the student the "therapist" is subjective and personal.
3. The "therapist" must work in the present, i.e., with reality as it is at the present moment.
4. Never ask for or accept excuses for behavior (Don't ask "Why?").
5. The student is responsible for his behavior.
6. The student, not the "therapist," should identify his behavior, make the value judgement, identify the consequences, and formulate a plan to do better.

The four major steps in reality therapy are:

1. Help the student identify his behavior.
2. Help the student make a value judgement.
3. Help the student identify the consequences of his behavior.
4. Help the student make a plan to change his behavior.



How can you and your students show that you care for someone? Try some of the ideas suggested by Hugh Baird and associates as listed on page 23.

An approach for solving more deeply rooted problems was developed during a recent four year project at the Edith Bowen Laboratory School, Utah State University. The planning vehicle or Strategy Sheet and a related procedural guide sheet are on pages 25 and 26.

B. Intellectual Problem Solving: Intellectual problem solving requires skills in selecting and defining problems, formulating appropriate inquiry approaches, using special skills to find and collect information, and interpreting findings.

The research guide on page 27 has proven to be successful with certain primary level students and most intermediate and secondary school students.

WAYS OF SHOWING THAT YOU CARE

The following ideas represent only a few of the possible ways by which the "therapist" can show a person that he cares for him.

1. Learn each student's name.
2. If test scores are low or high, write remarks on the back page.
3. Try to find out background on each student.
4. Never embarrass a student.
5. If a student is having difficulty in understanding assignments or work, call him in to offer extra help.
6. Alter assignments if a student is not capable of completing the work.
7. If a student is trying to do well but is a victim of circumstances, be a little lenient.
8. Always give students a respectful answer.
9. Listen intently to each comment. Let each student know that his ideas are worthwhile.
10. Make class interesting, desirable, and worthwhile for each student.
11. Compliment each student on his good points (remarks, performance, etc.).
12. Show interest in student as individual.
13. In answering questions, make sure students understand.
14. Treat the student as an equal, like you would one of your friends or roommates.
15. Don't give tests on Monday.
16. Be somewhere near the door to smile at or greet each student.
17. Ask a student to help on any special project.
18. Have a happy, positive attitude, especially during class.
19. If a student has problems, ask him if you could help him.
20. Have special help sessions.
21. Give students confidence that you know they can do the assignment.
22. Know the subjects to be taught.
23. Call the parents and tell them you're happy to have their child in your class. Send out a progress report.
24. Talk to the student's other teachers and encourage them to help the student.
25. Have a good sense of humor.
26. Treat each student as an adult.
27. Start and stop on time.
28. Ask the student if there are any areas of study that he would be specifically interested in that he would like to have you teach.
29. Don't show favoritism.
30. Be willing to spend extra time with students.
31. Hold individual interviews with students and take suggestions.
32. Give students opportunity to demonstrate talents in the subject line.
33. Be appreciative of good class attitudes.
34. Ask students for suggestions on how to make class more interesting.
35. Draw shy students out carefully.
36. If a student receives a poor grade, explain to him why he failed and what he can do to receive better grades.
37. Become personally acquainted with each student.
38. Tell the students to feel free to come and discuss problems with you at any time.
39. If a student is absent continuously, ask anyone in the class if you can help; or if he is sick, etc., say you miss him.
40. If you see a student in the hall, greet him and smile. Don't be afraid to strike up a conversation.
41. Find one book in which the student would learn that he liked to read.

Baird, Hugh, and associates. A Behavioral Introduction To Teaching, Kendall/Hunt Publishing Co., Duberque, Iowa, 1969. p. 11, 29-30.

STRATEGY SHEET

Date initiated_____ for_____

I. SITUATION: A. Concern:_____

_____

_____

B. Anecdotal information: Strengths:_____

_____

_____

Handicaps:_____

_____

_____

C. Possible Causes:_____

_____

II. DESIRED OUTCOME: (And how outcome will be determine)_____

_____

_____

III. WHO* will do WHAT, WHEN, AND WHERE to bring about the desired outcome: (Implementation)

A. Internal	Name(s)	
The Learner(s)	( )	will_____
The Peer Group	( )	will_____
The Aide	( )	will_____
The Teacher	( )	will_____
B. External		
The Counselor	( )	will_____
The Principal	( )	will_____
The Consultant	( )	will_____
The Family	( )	will_____
Other	( )	will_____

*Use only those resources which are necessary, but as many as may be useful.

IV. DATE TO BE REVIEWED_____ ACTUAL DATE OF REVIEW_____

(Desired outcome achieved): Yes ( ) No ( ) Partially ( ) extent

COMMENTS AND RECOMMENDATIONS_____

_____

_____

_____

Edith Bowen Form No. 1 3rd Edition (March 1971)

SOLVING BEHAVIORAL PROBLEMS IN THE CLASSROOM
A General Guide for Teachers

Behavioral problems are defined for this guide as the social, emotional, physical or intellectual actions (or lack of them) which are deterrents to the success or welfare of the child or those in his school environment.

Note: The educator may use all of the steps in this outline, or he may select those which are pertinent to his setting and to the case being considered.

Identification and Definition.

1. Gain general awareness by gross observation during school experiences.
2. Check your perceptions (reality testing) by having another person such as the administrator observe the student also. Does a problem behavior really exist, and is it one which must be changed at this time?
3. Check the cumlative folder of the student.
4. Conference with former teachers.
5. Designate the general type of problem (aggressive, withdrawn, slow learner, visually handicapped, or such).
6. Use screening test(s) to verify and clarify the problem (Test(s) may be either teacher made or commercial).
7. Carry out observations resulting in specific and recorded descriptions of what happens and under what circumstances (when, where, during what activity, with what people). These facts (what actually happens rather than judgemental or interpretive comments) should be noted in a moment by moment record for 15 - 20 minute periods and during a variety of activities and situations.
8. Conference with professional resource personnel (counselor, speech therapist, audoilogist, remedial instruction specialists, etc.) who could appropriately relate to the problem.
9. Conference with parents to share observations, broader understandings and plan future directions.
10. Specify the precise behavior which needs to be changed.
11. Specify the sources of the problem if possible.
12. Specify the desired outcome.
13. Conference with the student in terms of the problem and desired outcome.

Remediation:

1. Is the behavior one which could be remedied by the deminishing or removal of certain environmental conditions? Is it logical for those conditions to be diminished or removed in order to slove the problem?
2. If the conditions cannot be diminished or removed, what must the student do to achieve the specified behavioral change? Write this as the student behavioral objective.
3. Identify reinforcers to which the student would probably respond.
4. Specify who will do what, when, where and how to affect the change in behavior. Write these as objectives for those implementing the strategies (teacher, peers, older students, aide, administrator, counselor, other school personnel, parents, etc.)
5. Evaluate progress at regular intervals and then proceed or recycle if necessary.

Prevention of Reoccurence:

Follow-up with therapeutic and supportive situations and experiences which are appropriate to the remediation for the particular student.

Developed by Eyre Turner

INTELLECTUAL PROBLEM SOLVING

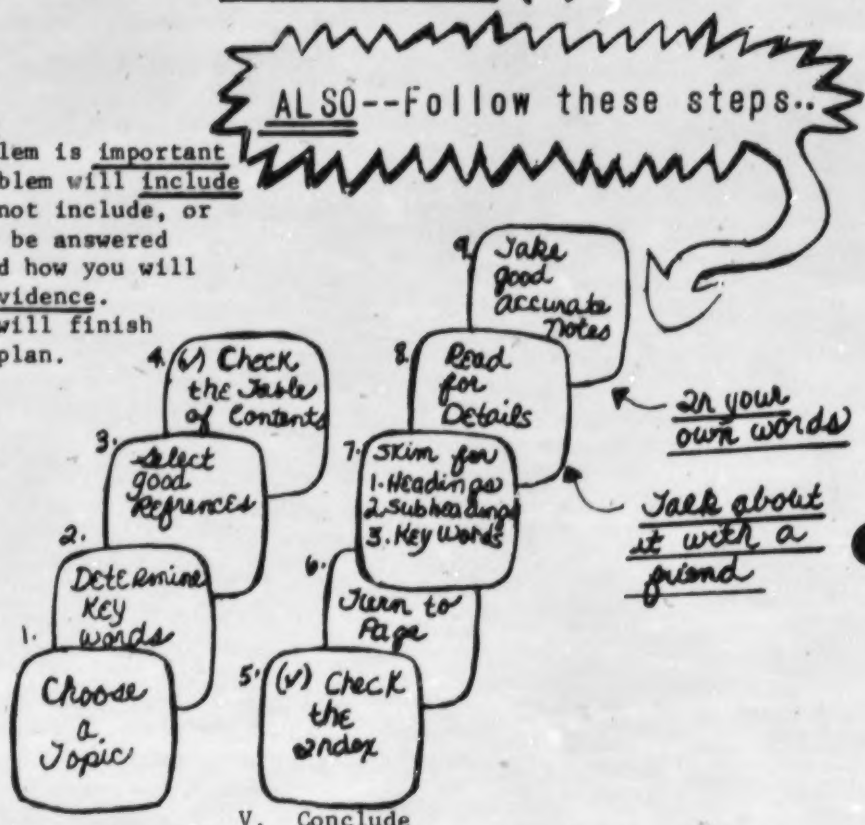
A Scientist Will:

I. Choose a Topic
II. Write a Research Plan
III. Observe - Find Evidence
IV. Record
V. Conclude
VI. Present

This Guide Will Help You - - Check Those You Use (✓)

I. Choose a Topic

II. Write a Research Plan
- A. Describe the problem
- B. Explain why the problem is important
- C. Explain what the problem will include and what it will not include, or list questions to be answered
- D. Tell where, what, and how you will observe to find evidence.
- E. List dates when you will finish the parts of the plan.


ALSO--Follow these steps..
1. Choose a Topic
2. Determine Key words
3. Select good References
4. (✓) Check the Table of Contents
5. (✓) Check the Index
6. Turn to Page
7. Skim for 1. Headings 2. Subheadings 3. Key words
8. Read for Details
9. Take good accurate Notes
In your own words
Talk about it with a friend

III. Observe - Find Evidence
- A. Places
  - in the room
  - in the library or media center
  - in your home
  - other
- B. Sources
  - people who know
  - books
  - magazines
  - newspapers
  - charts
  - pictures
  - filmstrips
  - tapes - records
  - other
- C. Methods
  - reading (eyes)
  - viewing (eyes)
  - listening (ears)
  - touch (kinesthetics - fingers)
  - taste (mouth)
  - smell (nose)

IV. Record
- notes - in your words
- charts
- graphs
- pictures
- other

V. Conclude
- examine all the evidence
- talk it over
  - with a peer
  - with an adult
- write it

VI. Present
- puppet show
- radio broadcast - tape recorder
- murals - charts
- T.V. report - narrate with pictures
- panel discussion
- quizz show
- picture and information displa
- film or display - movie
- display books and material
- guest speaker
- other

Concept #6, MULTIMEDIA

Most schools now have a variety of resources available in the classroom and/or media center. Home and community sources should be utilized as well. The modern student's intellectual search beyond the basic text book(s) will tend to stimulate motivation and production.

- There is a catch -

Most students will not be able to effectively use a variety of media to begin with. They will need practical demonstrations and progressively more advanced experiences with the aid of teachers or other students who have developed the skills.

- - - - - - - - - - -

Concept #7, VARIED METHODOLOGIES

All teachers do not achieve their best possible results by using any one given method of instruction. Neither do all students learn best from any given method. It is no longer questionable that the students have many individual differences which influence learning. They need to be guided into a variety of learning approaches (using the several senses) and allowed to participate in the choice of direction(s).

Some specific ideas are that there should be:

A. A variety of materials on each of several levels of difficulty.

B. Many types of media to be utilized in teaching-learning situations.

C. Teaching-learning situations composed of teacher-total class, teacher-small group, teacher-individual student, a group of students only, and individual students.

D. Groupings for activities arranged either homogeneously or heterogeneously according to subject matter need, interest, achievement level and/or friendships of students as the particular type of arrangement can best contribute to those involved.

E. Decisions by the teacher, but more often by individual students, groups of students and teacher - student.

F. Student freedom to proceed with his studies or the small group's and to interact according to need within mutually agreed upon limits.

G. Subject matter content which respects the major concepts, generalizations and methodologies of the particular disciplines yet which is sufficiently flexible to satisfy individual differences of students.

Concept #8, SELF FULFILLMENT AND INVOLVEMENT

Planning for the intellectual and social-emotional achievement of the individual should be based upon the abilities, needs, and interests of that particular individual, but teachers have difficulty in finding the time to do such extensive planning.

It is not only an important learning experience for students when they help with the planning of their own educational program and gradually accept more responsibility for that process as individuals and in small related groups, but it enables the teacher to spend more time as a facilitator rather than a director. (See the list under Concept #7.)

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Concept #9, LEARNING HOW TO LEARN

Vast amounts of research in recent decades have produced wave upon wave of new knowledge. As a result, modern man must repeatedly adapt to new situations and concepts. Of special stress, then, is student achievement in the process of learning as a major goal with subject matter content as the means.

With this onslaught of new knowledge, students not only need skills in finding it, they also need to use evaluative thinking, to be selective, to test the dependability of sources, and to develop ways to assimilate the new with respect to the old.

- - - - - - - - - - - -

Concept #10, UNIT DEVELOPMENT

Even though it may not be necessary or even desirable to develop every learning experience as a full teaching or learning unit, the unit is still a particularly effective and thorough means of planning and implementing the curriculum.

The BLUE section, therefore, looms as the heart of the guide, because the real purpose of the book is to help teachers and students develop high quality units for instruction and learning. All of the other colored sections have supportive roles to the BLUE, unit planning. The more familiar and active the unit planners are with the structure and concepts of the guide, the higher will tend to be the quality of the experience, whichever of the following approaches is used.

Richard E. Servey reported that the type of unit will be dependent upon the instructional point of view held by the developer. He has noted varying approaches as follows:

Students will learn what they need to know about social studies--

1. By reading from cover to cover the basic social studies textbook and answering all of the questions listed therein.
2. By being encouraged to manifest their interests in topics and areas and being guided in extending and amplifying those interests.
3. By being guided in solving problems arising in their physical and social environment.

A composite of these three strategies attempts to draw out the strengths of each by (1) having the students' interests stimulated in the topic or area selected by the teacher, the pupil(s), or mutually, (2) by expressing their interests in the form of questions about the topic or area to be studied, (3) by seeking answers to their questions as independently as possible, and (4) by drawing together and expressing their findings in ways that they select, both as individuals and as groups.

(Activity #7. With the partner(s) of your choice and using the page references from brochure #2, pages 15-16 of this manual, (1) turn to the pages in FOCUS ON MAN where each concept is recorded, (2) find the reference, (3) discuss the concept, and (4) explain how you are now implementing it in your own professional situation or how you could implement it.)

(Activity #8. Apply Allen Bauer's checksheet found on the next page to the sample unit on pages 12-13 of this manual. Check the:

(1) Selection of a social goal.
(2) Inclusion of social studies skills.
(3) Inclusion of social roles.

This form may also be used to check the balance in the use of the three areas above with respect to (1) several units going on at the same time by groups or individuals in one class, (2) a series of units during the year in one class, (3) the several units being experienced in a school at a given time, (4) the series of units during a year in each class of a school, or (5) the above approaches at a district level.)

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Now turn to the BLUE section (p. 209-273) and study it page by page for an excellent explanation of - -

HIGH QUALITY UNIT PLANNING WITH THE HELP OF FOCUS ON MAN

(You will find the BLUE section quite self explanatory.)

- - - - - - - - - - - -

(Activity #9. Working by yourself or with someone of your choice, use the chart and sample unit (p. 11-13 of this manual) to guide your development of a unit which you could implement in your class.)

(Activity #10. Use the three checksheets in this manual (p. 14, 17, and 31) to (✔) quality check your own unit.)

- - - - - - - - - - - -

HELP YOURSELF AND YOUR STUDENTS

to

ENJOY DYNAMIC SOCIAL STUDIES UNITS

District: _____

_____

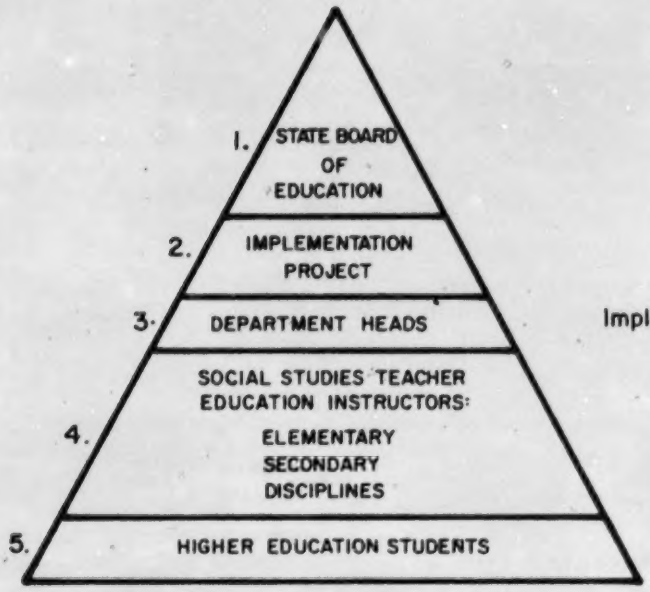
PROFILE OF
PROGRAM COMPONENTS
By Allen Bauer

SOCIAL GOALS

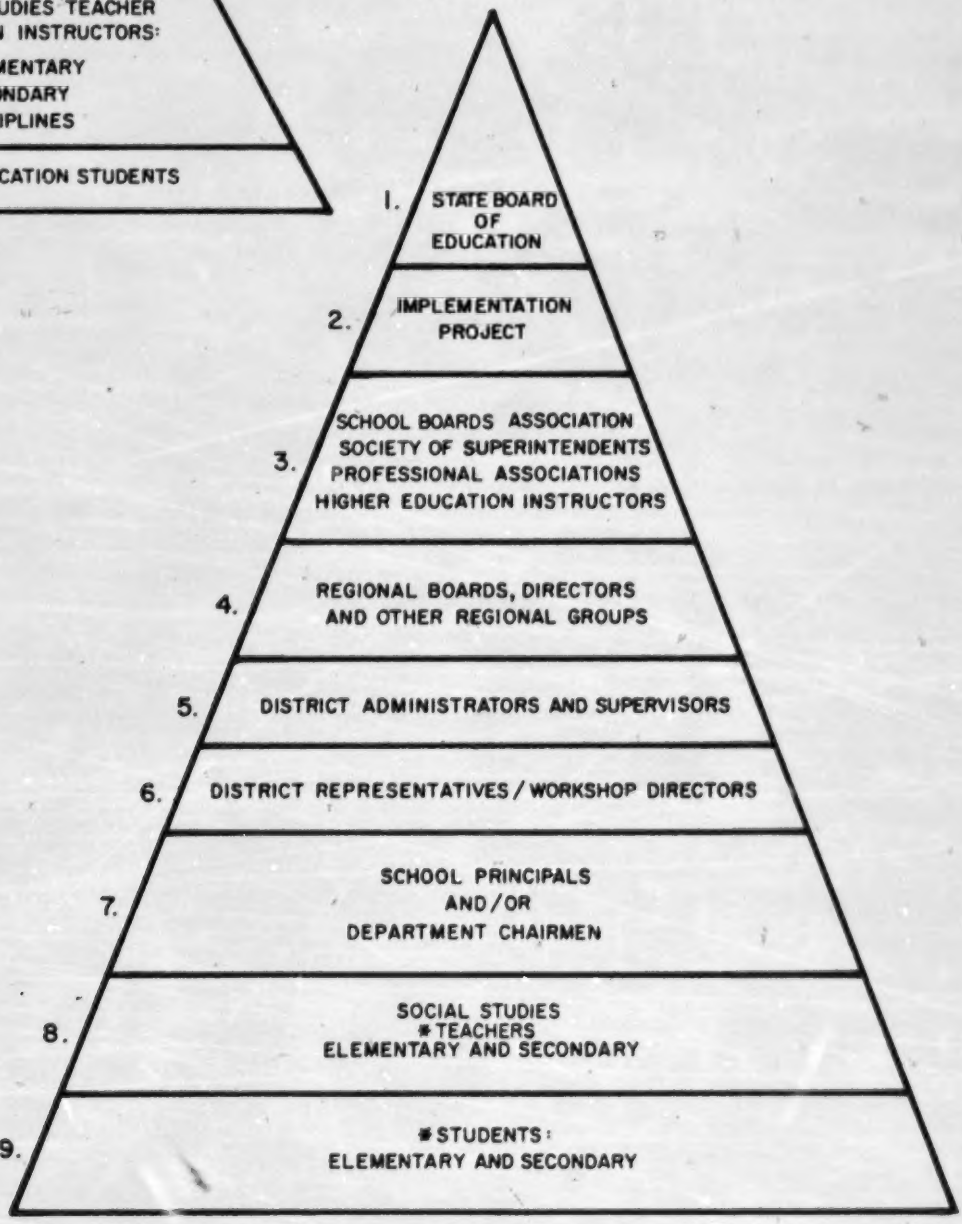
Grade	PROGRAM TITLE	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
K																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

SOCIAL STUDIES SKILLS										SOCIAL ROLE				
Working With Others	Locating Information	Organizing Information	Evaluating Information	Acquiring Info. by Reading	Acquire Info by Read, Listen	Oral - Visual - Written Commun.	Interpreting	Problem Solving	Understand Time & Chronology	Individual Worth	Interpersonal	Leadership	Followership	COMMENTS
1 192	2 192	3 194	4 195	5 195	6 196	7 197	8 197	9 199	10 200	11 212	"	"	"	

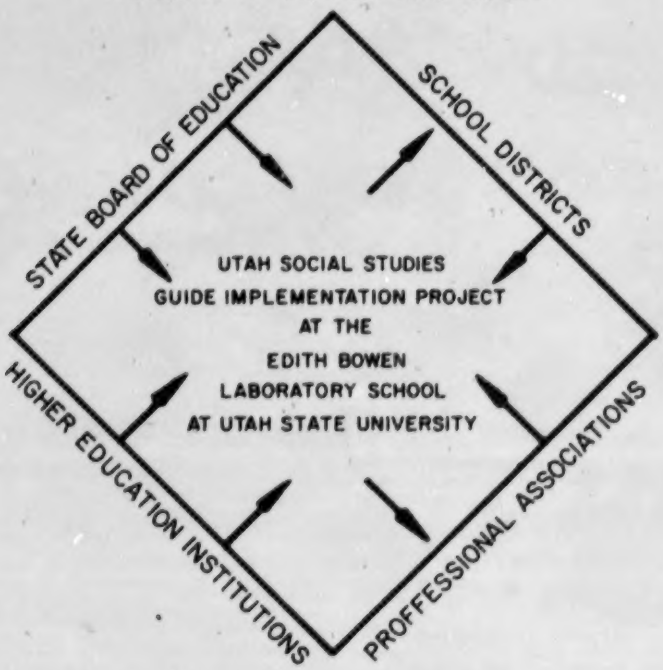
HIGHER EDUCATION
Implementation Facilitator Triangle
Multiplier Effect



PUBLIC SCHOOLS
Implementation Facilitator Triangle
Multiplier Effect


1. STATE BOARD OF EDUCATION
2. IMPLEMENTATION PROJECT
3. SCHOOL BOARDS ASSOCIATION
SOCIETY OF SUPERINTENDENTS
PROFESSIONAL ASSOCIATIONS
HIGHER EDUCATION INSTRUCTORS
4. REGIONAL BOARDS, DIRECTORS AND OTHER REGIONAL GROUPS
5. DISTRICT ADMINISTRATORS AND SUPERVISORS
6. DISTRICT REPRESENTATIVES / WORKSHOP DIRECTORS
7. SCHOOL PRINCIPALS AND/OR DEPARTMENT CHAIRMEN
8. SOCIAL STUDIES # TEACHERS ELEMENTARY AND SECONDARY
9. # STUDENTS: ELEMENTARY AND SECONDARY

THIS IMPLEMENTATION
DIAMOND OF COOPERATING GROUPS



RESULTS IN A TOTAL STATE IMPROVEMENT THRUST
WHICH INCLUDES